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NEW BOOKS.

Monographs on Topics of Modern Mathematics. Edited by J. W. A. YOUNG. New York: Longmans, Green & Company. Pp. 424. \$

The object of this book as stated by the editor is "to bring within reach of secondary teachers (in service or in training), college students, and others at a like stage of mathematical advancement, a scientific treatment of some of the regions of advanced mathematics that have points of contact with the elementary field. Undoubtedly one of the most crying needs of our secondary instruction in mathematics to-day is that the scientific attainments of the teacher be enlarged and their mathematical horizon widened; and I believe that there is a large body of earnest teachers and students that are eager to extend their mathematical knowledge if the path can be made plain and feasible for them."

The titles of the monographs are as follows: The fundamentals of geometry; Modern pure geometry; Non-Euclidean geometry; The fundamental propositions of algebra; The algebraic equation; The function concept and the fundamental notions of the calculus; The theory of numbers; Constructions with ruler and compasses; The history and transcendence of π .

They seem to be carefully written and well suited to meet their object.

Brief Course in Analytic Geometry. By J. H. TANNER and JOSEPH ALLEN. New York: American Book Company. Pp. 316. \$1.50.

This book is an abridgment of the Elementary Course in Analytic Geometry by the same authors and preserves the important features of that book. It includes besides plane, an introduction to solid analytic geometry and a chapter on higher plane curves. It would seem to contain an abundance of well-selected material in both theory and examples for a first course.

The Teachers' Practical Philosophy. By GEORGE TRUMBULL LADD. New York: Funk and Wagnalls Company. Pp. 336. \$1.25 net.

The purpose of this book is "to emphasize the personal and moral elements as those which, broadly understood, must be relied upon to secure the needed improvements in our schools to produce men and women of the right sort to conduct safely, wisely and righteously the affairs of church and state. The author believes that the lack of discipline through moral and religious motives and in accordance with moral and religious ideals, in the home-life, in school, and in society at large, is the prime source of all our national evils so far as they are connected with the educative process as now in vogue." It contains interesting

chapters on: The functions of the teacher; The equipment of the teacher; The chief ideals of the teacher; The teacher's relation to society and the state.

Complete Business Arithmetic. By GEORGE H. VAN TUYL. New York: American Book Company. Pp. 432. \$1.00.

In the preparation of this book the following specific objects have been kept in view: A training that leads to facility and accuracy in handling the fundamental operations; the placing of emphasis on the fundamental principles of arithmetic rather than upon set rules for the solution of problems; clearness and fullness of explanation; and the providing of problems that have an informational value. The chapter on aliquot parts, as applied to billing, trade discount, and simple interest, is placed early in the text. Common and decimal fractions are treated together, as is the case in business. A great many problems are provided for mental work. Many of the problems are taken from the business affairs of corporations, cities, states, and nations of the world.

Inheritance of Acquired Characters. By EUGENIO RIGNANO. Translated into English by BASIL C. H. HARVEY. Chicago: The Open Court Publishing Co. Pp. 413. \$3.00.

This work appeared first in French in 1906 and later in German and Italian. The author, who was a student of physics as well as of biology, attacks the problem from the physical side and offers in this book an explanation on a physical basis, of assimilation, cell division, and the biogenetic law of recapitulation in ontogeny, and suggests a mechanism whereby the inheritance of acquired characters may be effected. He says: "Some deny flatly the possibility of ever arriving at an understanding of the nature of life. But if we ask ourselves in what this understanding of the nature of life could consist, from the point of view of positive philosophy, we have no difficulty in recognizing that such an understanding must be reduced to comparing vital phenomena with some physico-chemical model already known, suitably modified by the particular special conditions imposed upon it so that just these special conditions shall determine the differences which exist between the vital phenomenon and that phenomenon of the inorganic world most closely related to it. If this be so, it is then the duty of science emphatically to refuse to give up the attempt to understand the nature of living matter, for that would be to belie the spirit of all scientific endeavor. For whether it be clearly recognized or not, it is just this search for the nature of the vital principle which properly constitutes the principal object and final goal of all biologic study in general."

Mental Discipline and Educational Values. By W. H. HECK. New York: John Lane Company. Pp. 208.

The main purpose of this book is to modify the doctrine of formal discipline and upon such a modification to establish a standard of edu-